GREER MIDDLE 3032 E. Gap Creek Rd Greer, S.C. 29651 6-8 Middle School GRADES ENROLLMENT 904 Students Rita Mantooth PRINCIPAL SUPERINTENDENT Dr. William E. Harner Tommie E. Reece BOARD CHAIR 864-271-3619 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 23 14 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

864-848-2350

864-241-3456

NO

	T	4-YEAR PERIOD
PERFURMANCE	IRENDS LIVER	4-YEAR PERILID

**Our School** 

**Mathematics** 

·-	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Average	Below Average	No

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

419 10.4 10.4 20.7 2

Middle Schools with Students like Ours

English/Language Arts

### **Definition of Critical Terms**

**Mathematics** 

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	88	38
Percent satisfied with learning environment	90.5%	79.5%	94.6%
Percent satisfied with social and physical environment	95.0%	80.7%	66.7%
Percent satisfied with home-school relations	65.9%	83.0%	86.8%

PACT PERFORMANCI								/.
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	/11	en lesti	lested old Br	CM Bar	Basic ok	roficie	Manu F	cient ance
	Enfoli	9401 010	7/8	<sup>8</sup> 10 \ 0/	96	o/0	br /640.	May
	/ • •		90	olish/La	iguage Ai		/ 6/6	د /
All students	908	98.9	27.7	42.0	26.7	3.6	30.4	17.6
Gender	300	30.3	21.1	72.0	20.1	0.0	30.4	17.0
Male	483	98.6	32.4	39.7	26.0	1.8	27.9	17.6
Female	425	99.3	22.4	44.5	27.5	5.7	33.2	17.6
Racial/Ethnic Group	120	00.0			2110	0	00.2	
White	660	99.1	20.2	42.1	32.7	4.9	37.7	17.6
African-American	199	98.5	51.4	39.9	8.7	N/A	8.7	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	40	97.5	40.5	48.6	10.8	N/A	10.8	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status			. 1// 1	. 1// 1	. 1// (	. 4/7 (	,, ,	11.0
Not disabled	765	99.3	21.4	43.9	30.6	4.1	34.8	17.6
Disabled	143	96.5	63.2	31.2	4.8	0.8	5.6	17.6
Migrant Status	140	00.0	00.2	01.2	4.0	0.0	0.0	17.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	908	98.9	27.7	42.0	26.7	3.6	30.4	17.6
English Proficiency	300	00.0	21.1	72.0	20.1	0.0	00.4	17.0
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	905	98.9	27.5	42.1	26.7	3.6	30.3	17.6
Socio-Economic Status	000	00.0	2.10		2011	0.0	00.0	1110
Subsidized meals	336	98.2	46.0	40.4	13.7	N/A	13.7	17.6
Full-pay meals	572	99.3	18.1	42.8	33.6	5.5	39.1	17.6
. ,			1		1		1	
				Mathe	matics			
All students	908	99.6	31.7	41.9	16.0	10.4	26.4	15.5
Gender								
Male	483	99.6	29.5	39.3	19.1	12.0	31.1	15.5
Female	425	99.5	34.1	44.9	12.6	8.5	21.0	15.5
Racial/Ethnic Group								
White	660	99.4	23.7	44.6	18.9	12.8	31.7	15.5
African-American	199	100.0	59.4	30.9	6.9	2.9	9.7	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	40	100.0	36.8	44.7	13.2	5.3	18.4	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	765	99.9	26.1	44.1	18.0	11.8	29.8	15.5
Disabled	143	97.9	63.2	29.6	4.8	2.4	7.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	908	99.6	31.7	41.9	16.0	10.4	26.4	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	905	99.6	31.7	42.0	16.0	10.4	26.4	15.5
Socio-Economic Status								

49.8

22.1

36.9

44.6

99.4

99.7

9.1 19.7

13.6

15.5

15.5

13.2

33.3

Subsidized meals

Full-pay meals

## PACT PERFORMANCE BY GRADE LEVEL

			/& A	VADE 5			/ &	/ A
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		Enrolle D	ayd Testing	rested ala Be	alow Basic	Basic ol	Proficient old	Advanced Advanced
		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<i>"</i>	olo .	n/Langua	/		0/0
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	266	N/A	27.3	38.3	26.1	8.3	34.5
	Grade 7	283	N/A	19.5	48.2	29.4	2.8	32.3
	Grade 8	273	N/A	32.1	47.2	17.3	3.3	20.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	291	99.7	28.5	36.7	30.0	4.9	34.8
	Grade 7	301	97.3	26.9	41.8	26.9	4.4	31.3
	Grade 8	316	99.7	27.7	47.0	23.5	1.8	25.3

				M	athematic	s		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	266	N/A	33.0	40.2	16.7	10.2	26.9
	Grade 7	283	N/A	42.7	40.9	10.8	5.7	16.5
•	Grade 8	273	N/A	46.7	40.7	7.4	5.2	12.6
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	291	99.7	23.3	36.1	25.2	15.4	40.6
	Grade 7	301	99.3	35.8	37.3	14.3	12.5	26.9
	Grade 8	316	99.7	35.4	51.9	9.1	3.5	12.6

# SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 904)				
Students enrolled in high school credit courses (grades 7 & 8)	12.6%	Down from 15.1%	25.4%	14.4%
Retention rate	2.2%	Up from 0.7%	1.9%	2.3%
Attendance rate Eligible for gifted and talented	95.6%	Up from 95.5%	95.5%	95.2%
	20.6%	Up from 17.4%	19.1%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	15.2%	Down from 16.0%	12.7%	14.1%
	2.2%	Down from 2.5%	3.5%	4.9%
Suspended or expelled	0.2%	Up from 0.1%	1.7%	1.3%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees Continuing contract teachers	47.1%	Down from 49.1%	48.2%	47.1%
	86.3%	Down from 86.8%	87.5%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	r 91.4%	Up from 87.9%	87.1%	84.3%
Teacher attendance rate Average teacher salary	98.0%	Down from 98.8%	95.4%	95.0%
	\$40,799	Up 1.3%	\$40,811	\$39,924
Prof. development days/teacher	11.4 days	Up from 8.9 days	9.5 days	10.7 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio	29.5 to 1	Up from 15.6 to 1	22.2 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	93.2%	Down from 93.8%	89.6%	88.9%
	\$4,866	No change	\$5,576	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	61.7%	Up from 61.4%	62.3%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0%	Up from 75.4%	95.4%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greer Middle School continues to strive for excellence in 2002-2003. Teachers, parents, students, and community members work together to provide a learning environment that challenges each student to meet his or her potential. We believe that every student can learn.

Our vision is to help students reach their highest performance level. In order for students to reach this level, they must assume responsibility for their own learning. The demands of today's curriculum standards are rigorous. Students are asked to use higher order thinking skills such as: comparing and discriminating between ideas; making choices based on reasoned arguments; and recognizing subjectivity. Explaining the answer, not merely guessing at a multiple-choice selection, is a major component of SC standards-driven curriculum at Greer Middle. Strategies to help students become successful self-directed learners are being implemented daily.

Greer Middle is a school of character and supports the recent proclamation of the State Legislature declaring South Carolina a State of Character. Activities implemented within the curriculum promote an exchange of ideas between students, analysis and reflection of specified character traits, and interaction with role models.

Three Greer Middle teachers applied for National Board Certification in 2002-2003. Nine teachers attended the IBNA introductory seminar in Boston, Massachusetts, in October 2002. Sixteen individuals participated in an IBNA seminar in Houston, Texas in February 2003. One teacher was nominated for the Disney American Teacher Award and recognized by Who's Who of American Teachers. Several teachers were awarded Service Learning grants for the year.

Considering the following academic and fine arts recognitions, Greer Middle students proved to be among the top in the state:

Poetic Achievement Award 2002 - thirty-two Greer Middle students published "exceptionally high merit work" in creative communication;

South Carolina Lt. Governor's Writing Award participants;

Sixty students qualified to participate in the Talent Identification Program through Duke University:

Participants in the state cross country meet;

SC Western Region Orchestra, Honors Orchestra and Greenville County Youth Orchestra participants;

Anti-Drug Calendar Contest winner and Art Design Contest winner;

Reflections contest winner in visual arts;

Beta Club students won first place in the scrapbook division.

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.